DOCUMENT RESUME

ED 211 801 CE 031 085

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TITLE Getting Down to Business: Pest Control Service, Module 28. Teacher Guide. Entrepreneurship Training Components.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.
PUB DATE Apr 81
CONTRACT 300-79-0535
NOTE 29p.; For related documents see CE 031 026-101 and CE 031 324.
AVAILABLE FROM Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100HH2, $3.00. 25% discount on 100 or more of same title. Complete set--ETC100--$200.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; Advertising; Agricultural Chemical Occupations; *Business Administration; *Business Education; *Business Skills; Financial Support; Information Sources; Learning Activities; Learning Modules; Money Management; *Pesticides; Recordkeeping; Salesmanship; Secondary Education; Service Occupations; Teaching Methods
IDENTIFIERS *Entrepreneurship; *Pest Control; Small Businesses

ABSTRACT

This is the twenty-eighth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 084. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Pest Control Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

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Entrepreneurship Training Components

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ED211801

GETTING DOWN TO BUSINESS:

Pest Control Service

Module 28

Teacher Guide

CE031085

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GETTING DOWN TO BUSINESS:

Pest Control Service

Pamela G. Colby

April 1981

Developed at the American Institutes for Research
under support from the
Office of Vocational and Adult Education
U.S. Education Department

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OVERVIEW

The purpose of these Getting Down to Business modules is to provide high school students in vocational classes with an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. Developed under contract to the Office of Vocational and Adult Education, U.S. Department of Education, the materials are designed to acquaint a variety of vocational students with entrepreneurship opportunities and to help reduce the high failure rate of small businesses.

As the students become familiar with the rewards and demands of small business ownership, they will be able to make more informed decisions regarding their own interest in this career possibility. It is hoped that, as a result of using these materials, some students will enter small business ownership more prepared for its challenges. Others will decide that entrepreneurship is not well suited to their abilities and interests, and they will pursue other career paths. Both decisions are valid. The materials will encourage students to choose what is best for them.

These Getting Down to Business modules are designed to be inserted into ongoing high school vocational programs in the seven vocational disciplines--Agriculture, Distributive Education, Occupational Home Economics, Business and Office, Trades and Industry, Technical, and Health. They will serve as a brief supplement to the technical instruction of vocational courses, which prepare students well for being competent employees but which generally do not equip them with skills related to small business ownership. The modules are self-contained and require a minimum of outside training and preparation on the part of instructors. Needed outside resources include only those types of materials available to all students, such as telephone directories, newspapers, and city maps. No special texts or reference materials are required. For further optional reading by instructors, additional references are listed at the end of the Teacher Guide. An annotated Resource Guide describing especially valuable entrepreneurship-related materials is also available.

The purpose of this module is to give students some idea of what it is like to own and operate a pest control service. Students will have an opportunity to learn about the kinds of activities and decisions a pest control service owner is involved in every day. While the module is not a complete "how-to" manual, the individual lessons will provide your class with the chance to do many of the planning and daily activities that small business owners do.

Today, owners of small businesses face many problems--some minor, some not so easily taken care of. These problems are reflections of the changes our society is going through. While this module cannot address itself to all of them, the discussion questions at the end of each unit are designed to give students an opportunity to explore possible solutions.

You may want to present this module after completing Module 1, Getting Down to Business: What's It all About? Module 1 is a 16-hour program covering a more in-depth approach to owning any small business. The terms introduced in Module 1 are used in this module with a restatement of their definitions. Also, the forms used are the same, with some minor changes to fit the pest control service business specifically. Module 1 provides an introduction to owning a small business in addition to some skills and activities that, due to their general nature, are not covered in this module.

Content Organization

Each unit of the module contains the following:

1. Divider Page--a list of what the student should be able to do at the end of that unit.

2. Case Study--an account of a business owner in the field.

3. Text--three to four pages outlining business management principles introduced in the case study but focused more on the student.

4. Learning Activities--three separate sections, including:

   a. Individual Activities--finding information given in the text or applying information in the text to new situations.

   b. Discussion Questions--considering broad issues introduced in the text; several different points of view may be justifiable.

   c. Group Activity--taking part in a more creative and action-oriented activity; some activities may focus on values clarification.

General Notes on Use of the Module

Instructional Time:	Each unit = 1 class period; total class periods	= 9
	Introduction, quiz, summary	= 1
	Total instructional time	= 10 class periods

The case study and text are central to the program's content and are based on the instructional objectives appearing in the last section of this Guide. Learning activities are also linked to these objectives. You will probably not have time, however, to introduce all the learning activities in each unit. Instead, you will want to select those that appear most related to course objectives, are most interesting to and appropriate for your students, and are best suited to your particular classroom setting. Certain learning activities may require extra classroom time and may be used as supplementary activities if desired.

Before presenting the module to the class, you should review both the Student and Teacher Guides and formulate your own personal instructional approach. Depending on the nature of your classroom setting and the students' abilities, you may want to present the case study and text by instructional means that do not rely on students' reading--for example, through a lecture/question-answer format. Case studies and certain learning activities may be presented as skits or role-playing situations.

No particular section of the module is designated as homework, but you may wish to assign certain portions of the module to be completed out of class. You may want students to read the case study and text in preparation for discussion in the next class period, or you may want them to review the material at home after the class discussion. You may also prefer that students read the material in class. Similarly, individual activities may be completed in class or for homework. Discussion questions and group activities are specially intended for classroom use, although some outside preparation by students may also be needed (for example, in the case of visiting a small business and interviewing the owner).

Methods that enhance student interest in the material and that emphasize student participation should be used as much as possible. Do not seek to cover material exhaustively, but view the course as a brief introduction to entrepreneurship skills. Assume that students will obtain more job training and business experience before launching an entrepreneurial career.

The quiz may be used as a formal evaluation of student learning or as a self-assessment tool for students. Answers to learning activities and the quiz are provided in a later section of this guide.

SUGGESTED STEPS FOR MODULE USE

Introduction (15 minutes, or integrate within Unit 1)

I. In introducing this module, you will probably want to find out what students already know about pest control services. Questions to ask are:

- What is a pest control service?
- What different kinds of pest control services are there?
- What do students think are advantages of owning a pest control service?
- What do students think are disadvantages?
- As of right now, how many students feel they would consider owning a pest control service?

II. Discuss small businesses briefly. Over 90% of all businesses in the United States are small businesses. In this module we will be dealing with very small businesses, meaning a self-employed owner working alone or with one to four employees. Often small businesses are owned and run by members of a family.

III. Discuss the purposes of the module:

- To increase students' awareness of small business ownership as a career option.
- To acquaint students with the skills and personal qualities pest control service owners need to succeed.
- To acquaint students with the kind of work small business owners do in addition to using their vocational skills.
- To expose students to the advantages and disadvantages of small business ownership.

IV. Emphasize that even if students think they lack management aptitudes, some abilities can be developed. If students "turn on" to the idea of small business ownership, they can work at acquiring abilities they don't have.

Also, students who work through this module will have gained valuable insights into how and why business decisions are made. Even if they later choose careers as employees, they will be better equipped to help the business succeed because of their understanding.

Unit 1 - Planning a Pest Control Service (1 class period)

I. Case Study: Eric Holms wants to start a pest control service. The case study describes his education, work experience, and initial plans for his service.

Text: Services, Customers, and Competition
Personal Qualities
How to Compete Well
Legal Requirements

II. Responses to Individual Activities

1. Have students report to you which businesses they decide would be competition for them, and why.

2. This is a self-assessment activity. Emphasize that students may further develop each quality if they want to.

3. Assess response quality. Do students clearly describe their special services, and why they think people would like them?

4. Assess response quality. Are the lists clear and complete? Can students explain each requirement?

5. Assess response quality. Can students describe (in general terms) the content of courses related to pest control?

III. Responses to Discussion Questions

1. Pest control services meet a variety of customer needs to be rid of indoor and outdoor pests. Different customers have different pest control needs. It is likely that, in your area, there are many indoor and outdoor pests customers will need to control. Have students give examples of local pests.

2. Eric decides to specialize in outdoor pest control because:

   a) that's what he knows best; and

   b) the need for that service exists in his area. This seems like a wise decision for those reasons. He may decide later to expand and include indoor pest control, too.

3. Eric does seem to be planning well. He has decided exactly what his services will be. He has identified customers and thought about competition. He has assessed his own qualities as a potential pest control service owner. He has researched the legal requirements for starting his service. Your students may have opinions on strong or weak points of his plan. Have them give their reasons for those opinions.

IV. Group Activity

The purpose of this activity is to acquaint students with real-life pest control service owners. It will probably be of high interest to students. The points in the text about planning a service will be reinforced by students' personal contact with people who actually run services.

The interviews will help students evaluate what it's like to run a pest control service and whether they would be interested in it. They can also compare their own abilities and personalities with those of the real-life people to help decide if they're suited to this career.

Hopefully, the real-life owners will also mention some of the difficulties and disadvantages in their services. These will help give students a realistic view of the career.

This activity will require extra classroom time, whether the interviews are held in or out of class. Discuss why the owners answer questions differently, if they do. Their types of services, customers, competition, personal qualities, and other things may differ. These differences will affect their answers.

Unit 2 - Choosing a Location (1 class period)

I. Case Study: Eric visits different locations and decides where he will locate his service.

Text: Customers Nearby
Area
Space
Building
Rent

II. Responses to Individual Activities

1. Have students report their findings to you. Are their results realistic?

2. Student responses should include these elements, for each ad they research: number of square feet of space, rent, and whether they consider the space and rent appropriate for someone starting a pest control service. Visiting the offices is optional.

3. Assess response quality. Are the areas described clearly and completely? Do students say why they think these are good locations for a pest control service?

4. Assess report quality. Do students give appropriate reasons for their decisions about the locations?

5. Have students report their interview results to you or the class. Ask students if the interview results will affect how they pick locations and--if so--how and why.

III. Responses to Discussion Questions

1. Eric's location seems to be a good one. It is near his customers. The freeway gives him quick access to them. There is enough space for his equipment, and he can afford the rent.

2. A shopping center with low rent probably would be a good location, since many shoppers would see the office.

3. The location can help make a good impression on customers. Customers who visit your office will see it as part of its general surroundings. An attractive, clean, professional-looking location will make a good impression. An unattractive, dirty, run-down location will make a bad impression.

IV. Group Activity

The purpose of this activity is to give students the opportunity to evaluate the locations of real-life pest control services. In doing so, they will be applying what they learned in this unit.

First, students visit service locations to evaluate their suitability. Second, students ask the owners why they picked those locations. Students can then compare their own assessments of the locations with the owners' assessments.

Unit 3 - Getting Money to Start (1 class period)

I. Case Study: Eric applies for a bank loan to help start his service. He learns what information the bank requires.

Text: Business Description
Statement of Financial Need
Meeting with Loan Officer

II. Responses to Individual Activities

1. Loan money needed is $13,100. Students should show these amounts on the statement:

TOTAL STARTING EXPENSES	$36,100
TOTAL MONEY ON HAND	$23,000
TOTAL LOAN MONEY NEEDED	$13,100

2. Complete responses should include:

   a) Names of places students called about spray rig costs

   b) Prices quoted by each place

   c) Student decisions about which place called gives the "best deal"

3. Complete reports should include:

   a) Monthly supply costs for services called

   b) What items are included in supply costs

   c) Whether those costs would be the same for someone starting a service

4. The business description should include information about these five things: (1) kind of business; (2) location; (3) competition; (4) customers; and (5) plans for success.

   Also assess the organization and clarity of the business description.

III. Responses to Discussion Questions

1. Eric's business description is organized by the five required types of information. The information presented is clear and to the point. It describes what his business will be and how he will run it.

2. Eric's statement of financial need was designed to be complete. However, students may suggest additional start-up costs. Some of the things they suggest may already be included but just not shown in detail on the statement. For example, state licenses and insurance would be in the "Other" category.

3. Given the facts presented, most students will probably agree to give Eric the loan. His business description and statement of financial need are clear and complete. He handles himself well in the interview, demonstrating that he has planned well. All of these things make him seem like a good business risk.

IV. Group Activity

The purpose of this activity is to give students the opportunity to learn the loan application requirements of real-life lending institutions. For comparison purposes, it is ideal to invite people from a variety of institutions.

After the loan officers leave, discuss differences and similarities among their requirements. Relate their requirements to

points covered in the text. Point out to students that, if they plan their services carefully, they will be able to provide all the required information.

Unit 4 - Being in Charge (1 class period)

I. Case Study: Eric advertises in the newspaper for employees. He interviews applicants and hires staff.

Text: Hiring
Matching People and Tasks
Training

II. Responses to Individual Activities

1. Assess ad clarity and completeness. Does it clearly state the kinds of background and personal qualities applicants need?

2. Complete responses should include:

   a) The number of employees needed

   b) What their duties will be

   c) Their required background and personal qualities

3. Complete responses should include:

   a) Names of community colleges called

   b) Procedures for using them as employee sources

4. For each service called, complete responses should include:

   a) Number of employees

   b) Their duties

   If students call more than one service, they should report on similarities and differences in employee duties among the services.

5. For each service they call, students should describe the on-the-job training the service provides to employees. If they call more than one service, they should report on similarities and differences in training among the services.

III. Responses to Discussion Questions

1. Eric's ads do a good job of telling what kinds of employees he needs. They describe the background and personal qualities he wants. People reading the ads can tell at once if they are qualified to apply for the jobs.

2. Given the information in the case study, Eric made good decisions to hire Stan and Hope. They have the background and personal qualities he wants. As the text points out, they both have potential for additional responsibility.

3. The text discusses why you should give spray rig operators on-the-job training. They must know:

   - How to spray safely
   - Proper spray techniques
   - Spray amounts
   - When to stop spraying
   - All safety standards
   - How to maintain the equipment

   Students may suggest other reasons not covered in the text.

IV. Group Activity

The purpose of this activity is to give students the opportunity to practice the type of interview they will conduct when they are actually hiring employees. Each student should get the chance to role play the owner at least once.

Lead the class in preparing the lists described in the activity to help them in their role plays. Circulate among them as they do the role plays.

Lead a wrap-up discussion when all groups have finished. In the discussion, ask students if they think they could now conduct real-life interviews. If not, why not? If they want more practice, plan time for it.

Unit 5 - Organizing the Work (1 class period)

I. Case Study: Eric describes how unplanned things can affect his service's daily schedule.

Text: Keeping Track of the Work
Scheduling the Work

II. Responses to Individual Activities

The correct responses for items 1 and 2 are:

	WORK TO BE DONE	TIME	SPRAY: TYPE	AMOUNT
1.	Spray oak trees	8 a.m.	Oak Spray #2	2 gal.
2.	Spray oak trees	9 a.m.	Oak Spray #1	1 gal.

3&4. Reports should describe the procedures used by the services students contact. If they contact more than once service, they should also describe similarities and differences in procedures.

5. Assess quality of the forms. Do they provide for the information needed to keep track of the work requests? Do they seem suitable for real-life use? If you have questions about any items, discuss them with the students. Ask their reasons for including any items you question. Point out any additional items you think should be included, and why.

III. Responses to Discussion Questions

1. The text points out that keeping track of requests will help you schedule staff assignments and respond to customer requests promptly. The text also lists basic information to record for each request.

2. Eric's form seems helpful. It is simple and gives him basic information he needs for organizing the work.

   Students may have suggestions for changing it. Ask their reasons for changes they suggest. If their changes are intended to make the form more suitable for use in their own services, that's great!

3. Based on the case study and text, students will probably agree that pest control service owners are busy people. The text lists many responsibilities of an owner. Students' feelings about those responsibilities may vary.

IV. Group Activity

The purpose of this activity is to help students appreciate how many responsibilities a pest control service owner has and how much time they take. There are no "right" answers for the amount of time required, but you may need to guide students to reasonable estimates.

Suggested column placements for the responsibilities listed in the text are as follows:

Every Day	Not Every Day
Organizing the work	Hiring staff
Supervising staff	Training staff
Keeping records of work	Handling staff problems
Keeping financial records	Meeting with other people
Talking with clients	Dealing with emergencies
Solving routine problems	Planning for the future

Wrap up this activity by stressing that owners have many responsibilities and work many hours running their services.

Unit 6 - Setting Prices (1 class period)

I. Case Study: Eric discusses what he thought about when he set prices.

Text: Costs for Supplies and Workers
Demand for Services
Competition
Costs and Expenses
Profit

II. Responses to Individual Activities

1&2. Complete reports should include prices charged by each service called and a comparison of prices. Students should also state which service they would choose, and why.

3. Because Wing has competition that is already established in the area, she probably won't charge more than the competition. To give her service a competitive edge, she may decide to charge less. Or she may decide to charge exactly the same but try to convince customers that her service is better. Students should give reasons for their decisions.

4. Responses may vary. Eric should probably examine his operating expenses to see if there are any ways he can cut costs. He probably will raise his prices slightly, too. Students should give reasons for their decisions.

5. $30 is the better price to charge. Since you are just starting your service, the lower price may give you an edge over the competition.

III. Responses to Discussion Questions

1. It was a good idea to call other services. Eric learned what his potential competition charges. He didn't want to set his prices too high.

2. Responses may vary, although Eric probably will not set his prices higher. Because there is competition, he will probably set his prices about the same or lower.

3. Responses may vary. High operating expenses will probably include salaries and insurance. Low expenses will probably include professional services. Elicit students' reasons for their responses.

IV. Group Activity

The purpose of this activity is to give students the opportunity to apply their learning. The activity requires them to evaluate how the factors they have studied will influence Eve's price-setting decisions.

The group's responses may vary. This is fine as long as they can give reasons for their decisions. If necessary, guide students to glean this information from the case study:

1. Cost of supplies and workers. Eve pays her staff well.

2. Demand for services. There is high demand for pest control in her city.

3. Competition. There is a lot of competition. Eve plans to use new pest control materials she thinks customers will like.

4. Operating expenses. Eve plans to cover them before taking a salary for herself.

5. Profit. Eve plans to pay her staff and other expenses, so she needs some profit. Since she may not take a salary herself, she is probably not aiming for a big profit at first.

Unit 7 - Advertising and Selling (1 class period)

I. Case Study: Eric designs a printed ad for his service.

Text: Plan Your Advertising
Ways to Advertise
"People" Ads
How to Design Printed Ads

II. Responses to Individual Activities

1. Complete reports should include descriptions of how the pest control services advertise, and why.

2. Complete reports will include the costs for two or more ways to advertise. Figuring advertising costs per month for each is optional.

3. Have students report to you or the class. Do the reports identify the ad parts? Do students state which ads they think are best, and why?

4. Responses may vary. Acceptable responses should state how students will advertise the change and why they picked the way(s) they did.

5. Assess the quality of student ads. Do they include the five parts required? Discuss with students any suggestions you have for improving the ads.

III. Responses to Discussion Questions

1. Eric's ad seems well-designed to attract customers. The headline and illustration are eye-catching and will help people remember his service. The copy is descriptive and clear. The layout is uncluttered and easy to read. The identification gives the service's name, address, and phone number.

2. Responses may vary. Eric may decide to use any number of other ways to advertise. Elicit student reasons for the ways they pick.

3. Responses may vary. The purpose is for students to think about factors that will influence their decisions about which ways to advertise. Elicit their reasons for the responses they give.

IV. Group Activity

Several days before you do this activity, tell students to start bringing in pest control service printed ads. You should bring in several in case students forget.

The purpose of this activity is for students to apply what they have learned about designing printed ads. It requires them to evaluate the completeness and quality of real-life ads.

Circulate among the groups as they work. Provide assistance as needed. When all groups have finished, help them determine the order for reporting. Guide discussion about improving the ads and deciding which are "best."

Unit 8 - Keeping Financial Records (1 class period)

I. Case Study: Eric keeps a variety of financial records. He examines the daily cash sheet each day to look for cash flow problems.

Text: Customer Billing Form
Daily Cash Sheet

II. Responses to Individual Activities

1. Correct responses are shown on the form below.

DAILY CASH SHEET
April 11

Cash Receipts		Cash Payments	
Cash Sales	$445	Salaries	
Credit Accounts		Building Expenses	
		Equipment and Furniture	$100
		Supplies	20
		Advertising	100
		Other	
TOTAL CASH RECEIPTS	$445	TOTAL CASH PAYMENTS	$220

2. Correct responses are shown on the form below.

PEST EXIT, INC.

CUSTOMER BILLING FORM

Customer: Mr. Lee

Payment Due Date: 6/15

Date	Dates of Service	Amount Charged	Payment Received	Balance
5/15	5/1 - 5/15	$45	---	$45
5/31	5/16 - 5/31	$90	---	$135

3. Complete reports should describe the customer billing forms used and their similarities and differences to each other and to Eric's.

4. Complete reports should describe the daily cash sheets used and their similarities and differences to each other and to Eric's.

5. Assess the quality of student forms. Do they provide for information needed to keep track of customer billing or daily cash flow? Ask students to explain any items you question. Point out any additional items you consider necessary, and why.

III. Responses to Discussion Questions

1. By keeping the records himself, Eric would know the details of his daily finances. That probably was important to him as his service was getting started. The decision made sense at first, but Eric soon found he could turn over most of the daily recordkeeping to his secretary.

2. Eric's forms look as if they will help him keep good track of his finances. They provide for the information he needs about customer billing and daily cash flow. Students may suggest ways to improve the forms. Elicit the reasons for their suggested improvements.

3. The purpose of this question is to help students realize that there are more financial records than those covered in this unit. Guide them to list as many others as they can. Suggestions include:

   Payroll records
   Income tax records
   Detailed breakdowns of the major expense categories
   Records of which customers are behind in payments and require follow up

IV. Group Activity

The purpose of this activity is for students to apply what they have learned in the unit. It requires them to design two financial recordkeeping forms and to fill in sample information showing how to use the forms.

Guide the process of dividing into small groups. Encourage each group to pick a different type of pest control service. Tell students that this will make the activity more varied and interesting.

Circulate among the groups to provide assistance as needed. Make sure each group specifies its services. Answer any questions that come up as the groups design their forms. Remind them to fill in sample information to show how to use their forms. Guide any discussions that arise following the group presentations.

Unit 9 - Keeping Your Pest Control Service Successful (1 class period)

I. Case Study: Eric plans to expand. However, his expenses have increased while profits have decreased. He decides to make changes to try to increase his profits.

Text: Keep Track of Profits
Change Your Business to Increase Sales

II. Responses to Individual Activities

1. Students should fill in all the amounts listed under Income and Expenses for Years 1 and 2 in the case study. Refer to the case study for the correct amounts.

2. Net profit amounts are:
   Year 1 - $18,000
   Year 2 - $17,500

3. Expense ratios are:
   Year 1 - 44%
   Year 2 - 46%

4. Profit ratios are:
   Year 1 - 18%
   Year 2 - 16%

5. Year 1 was a better one for Eric, because his profits and profit ratio were higher.

III. Responses to Discussion Questions

1. Eric is worried because his profit ratio went down in Year 2. He's right to be worried, because he doesn't want profits to keep going down. If they go down too far, he'll be out of business. Expenses have increased, and he wants to be able to continue covering them.

2. Based on information in the case study and text, Eric will probably:

   - raise prices slightly;
   - examine expenses carefully to see if he can economize; and
   - add indoor services his customers need and set prices for them.

   Students may have additional suggestions.

   The actions listed above will probably help increase Eric's profit. If so, he will be cutting expenses and increasing income at the same time.

3. The purpose is to help students realize some of the potential risks in keeping a pest control service successful. Some reasons why sales might decline are the following.

   - Competition lures customers away (for example, with lower prices, more services, or better equipment).
   - Service quality declines (for example, staff are not well trained).

- Customers want a wider range of services than you currently offer.

- Pests in your location decrease, and there is no longer a need for your services.

Suggest the above reasons to students if necessary to start the discussion.

IV. Group Activity

The purpose of this activity is for students to apply what they have learned about ways to increase profits. Given the facts shown for Eric's third year, his plans to increase profits might include the following:

1. Change his location to serve a larger area

2. Add a "yearly home check-up" service

3. Find out what the new competition offers. Decide if he needs to make changes in his service in order to compete successfully.

Suggest the above points to students if they have trouble getting started. Encourage them to use their imaginations and think of as many ways as possible for Eric to increase profits.

If the activity is done in small groups, circulate among them to provide assistance as needed. When all groups have finished, have them take turns reporting their plans. Lead any discussions that arise.

Summary (15-30 minutes)

If desired, the Quiz may be given prior to summarizing the module and doing wrap-up activities.

The Summary section of the Student Guide covers the main points of the module. You may wish to discuss this briefly in class to remind students of major module topics.

Remind students that their participation in this module was intended as an awareness activity so they could consider entrepreneurship as a career option. Their introduction to the skills required for successful small business management has been brief. They should not feel that they are now prepared to go out, obtain a loan, and begin their own business. More training and experience are necessary. You can suggest at least these ways of obtaining that experience: one way is to work in the business area in which they would eventually want to have their own venture; another is to go to school (community colleges are starting to offer AA degrees in entrepreneurship).

This is a good time to get feedback from the students as to how they would rate their experience with the module. Could they identify with the characters portrayed in the case studies? How do they feel about the learning activities?

You may want to use a wrap-up activity. If you have already given the quiz, you can go over the correct answers to reinforce learning. Or you could ask class members to talk about what they think about owning a small business and whether they will follow this option any further. Another idea is for students to write or state if they think they would like a career as a pest control service owner now that they know more about it. Have them give their reasons for their responses. Students wouldn't necessarily have to submit their responses to you. They could do this activity on their own as a way of assessing their current feelings about pest control service ownership.

Quiz (30 minutes)

The quiz may be used as an assessment instrument or as an optional study tool for students. If you wish to use the quiz for study purposes, duplicate and distribute the answer key to students. In this case, student achievement may be assessed by evaluating the quality of students' participation in module activities.

Quiz Answer Key

1. Any one aspect of pest control services covered in the text or class discussion is an acceptable answer.

2. b

3. Any two aspects of (a) new services, (b) special services, or (c) special business image covered in the text or class discussion are acceptable answers.

4. Any two of the legal requirements covered in the text or class discussion are acceptable answers.

5. Any three location questions covered in the text or class discussion are acceptable answers.

6. b

7. Any three elements of a business description covered in the text or class discussion are acceptable answers.

8. $10,000

9. S - b
   O - a

10. b

11. Any one kind of training covered in the text or class discussion is an acceptable answer.

12. a

13. b

14. Any two price influences covered in the text or class discussion are acceptable answers.

15. b

16. a

17. a,b

18. a

19. a) Net profit = $20,000
    b) Profit ratio = 20%
    c) Expense ratio = 50%

20. Any two ways to increase profits covered in the text or class discussion are acceptable answers.

21. Any one aspect of (a) reducing expenses, (b) increasing sales, or other alternatives emerging from class discussion is an acceptable answer.

SUGGESTED READINGS

General Entrepreneurship References

Holt, N., Shuchat, J., & Regal, M. L. Small business management and ownership. Belmont, MA: CRC Education and Human Development, Inc., 1979.

Jeanneau, J. A. Small business management: Instructor's manual (4 vols.). Prince Albert, Saskatchewan: Department of Manpower & Immigration, Training Research and Development Station, 1973.

National Business Education Association. Business ownership curriculum project for the prevocational and exploratory level (grades 7-9): Final report. Reston, VA: author, 1974.

Nelson, R. E., Leach, J. A., & Scanlan, T. J. Owning and operating a small business: Strategies for teaching small business ownership and management. Urbana, IL: University of Illinois, Department of Vocational/Technical Education, Division of Business Education, 1976.

Rowe, K. L., & Hutt, R. W. Preparing for entrepreneurship. Tempe, AZ: Arizona State University, College of Business Administration, 1979.

Pest Control Service Resources

Owners and staff of pest control services were consulted during the preparation of this module. For suggested readings, contact community colleges or other institutions in your area that offer pest control courses.

GOALS AND OBJECTIVES

Goal 1: To help you plan your pest control service.

Objective 1: Describe the services, customers, and competition of a pest control service.

Objective 2: List three personal qualities a pest control service owner might have.

Objective 3: List two ways to help your pest control service "stand out" from its competition.

Objective 4: List two special legal requirements for running a pest control service.

Goal 2: To help you choose a location for your pest control service.

Objective 1: List three things to think about in deciding where to locate your pest control service.

Objective 2: Pick the best location for a pest control service from three choices.

Goal 3: To help you plan how to borrow money to start your pest control service.

Objective 1: Write a business description of your pest control service.

Objective 2: Fill out a form showing how much money you need to borrow to start your service.

Goal 4: To help you plan to hire and train employees and divide the work of your pest control service.

Objective 1: Decide how to divide the work of your pest control service among several employees.

Objective 2: Pick the best person for a specific job in your pest control service.

Objective 3: Describe one kind of training you might give your employees.

Goal 5: To help you organize the work of your pest control service.

Objective 1: On a work order form, list what needs to be done for one of your customers.

Objective 2: Write a work schedule for yourself or an employee.

Goal 6: To help you decide how to set prices for your pest control service.

Objective 1: Pick the best price for one of your services.

Goal 7: To help you learn ways to advertise and sell your services.

Objective 1: Pick one way to advertise your pest control service.

Objective 2: Design a printed ad for your pest control service.

Goal 8: To help you learn how to keep financial records for your pest control service.

Objective 1: Fill out a customer billing form for services you do for a customer.

Objective 2: Fill out a daily cash sheet for money you receive and pay out in one day.

Goal 9: To help you learn how to stay successful.

Objective 1: Figure out the net profit (before taxes), profit ratio, and expense ratio for a pest control service.

Objective 2: State one way to increase profits.

Objective 3: State one way to change your pest control service to increase sales.

U.S.GPO:1981;791-796/304